Calendar

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| Week | Monday | | | Tuesday | | | Wednesday | | | Thursday | | | Friday | | |
| 1&2 | 1. Students will spend this week  doing introductory activities as well as assignments that will make them familiar with Web 2.0 tools they will use to complete projects and assignments during the semester. | | | | | | | | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | |  | | --- | | Essential Question: What impact do cultural mores and beliefs have on one’s identity?  Short Stories  Performance Task: Research the life story of one of the authors of the short stories we read in this unit. Use one of the Web2.0 tools to create a presentation which includes a brief timeline depicting important events in the author’s life. Include evidence that shows how the author’s culture influenced his or her writing. | | ELA9W2, ELA9RL1, ELARL5  Students will be able to write and expository essay about an author  Students will use technology to generate a timeline presentation about an author.  Students will use definition of morphemes to gain meaning of new words | | | | | | | | | | | | | | | | | | |
| 3 | Power point presentation on short story  This week students will read short stories from around the world and have class discussion about cultures, beliefs and traditions discussed in the stories | | | Students will introduced to morphemes and vocabulary assignments will be discussed and outlined | | | J  ML In this unit we will focus on dependent and independent clauses  GP | | | J  Writers Workshop- | | | J  Writers Workshop | | |
| 4 | Elements of Science Fiction Short Storie | | | Science Fiction Short Stories  GP- Read the background of the author and discuss how his or her background influenced his or her writing. | | | Subordinating and Coordinating Conjunctions | | | Writer’s Workshop | | | Writer’s Workshop | | |
| 5 | Students will be given time this week to complete research and begin producing presentations. | | | Students will be given time this week to complete research and begin producing presentations. | | | Student presentations | | | Student presentations | | | Unit Test | | |
| **Key J-Journal ML-Mini Lesson GP- Guided Practice IP-Independent Practice V-Vocabulary W-Wrap up** | | | | | | | | | | | | | | | |
| Daily Question: How much of whom we are is determined by what we wear or look like?  Students will be able to generate a character profile based on reading of class novel.  Students will be able to identify and use vivid verbs to revise writing.  Students will be able to define morphemes and use that knowledge to learn new vocabulary words.  Homework- Read assigned pages in Literature Circle book. Turn in reading log and peer review sheets next Monday after Lit. Circle meeting. | | | | | | | | | | | | | | | |
| LA9RL1 The student demonstrates comprehension by identifying evidence (i.e.,  examples of diction, imagery, point of view, figurative language, symbolism, plot events and  main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short  story, novel, essay, editorial, biography], and drama) and using this evidence as the basis  for interpretation.  The student identifies, analyzes, and applies knowledge of the structures and elements of  fiction and provides evidence from the text to support understanding; the student:  a. Locates and analyzes such elements in fiction as language (i.e., diction, imagery,  symbolism, figurative language), character development, setting and mood, point of  view, foreshadowing, and irony.  ELA9W4, ELA9C1&2, ELA9LSV2, ELA9R1, ELA9SLV2 | | | | | | | | | | | | | | | |
| **Week** | | **Monday** | | | | **Tuesday** | | **Wednesday** | | | | **Thursday** | | | **Friday** |
| 6 | | J (15min) Look at the person on the screen. Imagine what kind of job they have, and or what their family life is like. In your journal, write down a brief description of a day in the life of this person.  ML(20min)Introduction of unit, content vocabulary , novel of study and performance task.  GP(20min) Set reading calendar for completing the novel the class is studying begin listening to book on tape.  IP(20min) Set reading calendar for group reading projects for the rest of unit.  W(5min) | | | | J (15min) Listen to the next chapter of **The** **Bluest** **Eye**. Write down any responses or reactions you have to the chapters.  ML(20min) Introduce guidelines for I Remember writing and story elements  GP(20min)  V (10) vocabulary Pictograph  IP(20min)**The Bluest Eye**  V(10min)Vocabulary activity on morphemes  W(5min)Exit Ticket | | J (15min) Look at the trailer for the movie Dark Skinned Girls. Write down any reactions. What are other insecurities that make people feel bad about how they look?  ML(20min) Characterization  GP(20min) In small groups, create character profile of Pecola, Cholly or Paulina Breedlove small groups, revamp three paragraph essays by adding vivid verbs  IP(20min) **The Bluest Eye**  V- (10min) Vocabulary hot potato | | | | J (15min) Listen to the next chapter of The Bluest Eye. Write down any responses or reactions you have to the chapters.  ML(20min) Using vivid verbs to make your writing more interesting  GP (20min) In small groups, revise character profiles. Focus on adding vivid verbs  IP(20min) **The Bluest Eye**  V (10min) Vocabulary Pictograph  W(5min) Word splash | | | J (15min) A person wearing this outfit shows up at your door. Write a dialog to describe the conversation you have with this person. Explain what assumptions you made based on his or her appearance.  Quiz (30min) Character Analysis and Verbs and Morphemes  GP(20min)Revise paper due Monday  IP(20min) The Bluest Eye  W(5min) |
| Daily Questions: Can the things we say about ourselves or the things other people say about us shape and or define who we are? Which saying is true-Words can cut like a knife, or Sticks and stones may break my bone, but words can never hurt me?  Students will be able to identify theme in class novel.  Students will be able to compare and contrast themes found in different genres of writing.  Students will be able to use adverbial and adjectival prepositional phrases to revise writing.  Students will be able to use morphemes to generate definitions for new words.  Students will write comparison contrast essay.  Homework- Read assigned pages in Literature Circle book. Turn in reading log and peer review sheets next Monday after Lit. Circle meeting. | | | | | | | | | | | | | | | |
| ELA9RL2 The student identifies, analyzes, and applies knowledge of theme in literary  works from various genres and provides evidence from the works to support  understanding. The student  a. Applies knowledge of the concept that the theme or meaning of a selection represents  a universal view or comment on life or society and provides support from the text for  the identified theme.  b. Evaluates how an author’s choice of words advances the theme or purpose of a work.  c. Applies knowledge of the concept that a text can contain more than one theme.  d. Compares and contrasts the presentation of a theme or topic across genres and  explains how the selection of genre affects the delivery of universal ideas about life  and society.  ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in  reading and writing. The student  b. Uses knowledge of Greek and Latin prefixes, suffixes, and roots to understand the  meanings of new words.  ELA9W4, ELA9C1&2, ELA9LSV2, ELA9R1, ELA9SLV2 | | | | | | | | | | | | | | | |
| 7 | | J (15min) Read the short article by Dr. Massaru Emmoto about the effects of negative worlds on water. Statistics suggest the body is made up of 75% water. Do you believe negative words have an effect on our bodies? Why or why not?  ML(20min)Theme define theme and make connection to movies, fables and other books  GP (10min) Identify potential themes from class novel.  IP(20min) **The Bluest Eye**  As students read, identify text in class novel that suggest themes.  Literature Circle meeting (20min)  W-review | | | | J (15min) Listen to **The Bluest Eye**. Write a response to Cholly’s behavior toward Pecola  ML (20min) Define theme and introduce ways to identify theme in a novel.  GP (20min) In small groups, discuss themes in **The Bluest Eye**. Pick a song or poem you believe highlights some themes in the novel.  IP(20min) **The Bluest Eye**  V(10min) Vocab. Pictionary W(5min)Exit Ticket-Write down 2 themes from the class novel. | | J (15min) Read the music lyrics by Christina Aguilera’s song **Beautiful**. What does she mean when she says- “You are beautiful, no matter what they say? Words can’t bring you down.-  Could this message be a theme from Bluest Eye? Why or why not?  ML (20min) Define adverbial and adjectival prepositional phrases.  GP(20min) In small groups, examine the songs provided and identify songs that reflect themes found in **The Bluest Eye** and write a comparison contrast essay between the song and the novel  IP (20min) while reading, identify 2 sentences from your reading that use prepositional phrases to modify the subject tor verb.  W(5min) Word Splash | | | | J (15min) Read the poem “The Rose That Grew From Concrete” Compare and Contrast the theme in the poem to a theme from the **Bluest** **Eye**.  ML (20min) Read and review a theme study of Mexican White Boy.  GP (20min)Peer review of comparison contrast essay. Look for inclusion of adverbial and adjectival prepositional phrases.  IP(20min) **The Bluest Eye.**  W (5min) Vocabulary Match up- each student is given a card with a word or definition. Students must find their match in the room. | | | J (15min)  Quiz (30min) Theme, morphemes and prepositional phrases  GP(20min)Revise paper due Monday  IP(20min) **The Bluest Eye**  W(5min) |
| Daily Question: To what extent do your surroundings influence who you are?  Students will be able to identify symbols and their meanings in a text.  Students will be able to use the setting of a story to help them understand characters and themes in a story.  Students will be able to use parallel sentence structure to enhance writing.  Students will be able to define morphemes and use that knowledge to understand meaning in new words.  Homework- Read assigned pages in Literature Circle book. Turn in reading log and peer review sheets next Monday after Lit. Circle meeting. | | | | | | | | | | | | | | | |
| ELA9W4, ELA9C1&2, ELA9LSV2, ELA9R1, ELA9SLV2 | | | | | | | | | | | | | | | |
| 8 | | J (15min) Look at the video clip. Pick one local and in your most vivid language describe the setting in a short paragraph or poem.  ML(20min) Define setting and discuss how it helps a reader understand text.  GP (20min) In small groups draw images of the three important settings in **The Bluest Eye**. How do these locations help you better understand the text?  IP (20min) Literature Circle- In your reading, identify a setting that has a significant influence on the main character. Be prepared to explain why you chose that setting.  V(10min) introduce new morphemes  W(5min) Share your setting with class. | | | | J (15min) Close your eyes and imagine your room at home. Pick one item that represents some important time in your life. Describe that item and the experience associated with it.  ML (20min) Define symbol. Examine some popular symbols  GP (20min) In small groups discuss symbols found in your independent reading. Identify symbols and their significance to the meaning of the story.  IP (20min)**Bluest Eye-**In your reading today, identify symbols and important settings.  W(5min)Exit Ticket  What symbols did you find in **The Bluest Eye** | | J (15min) Add a setting to the story. Imagine Pecola as a 25 year old woman. Describe her bedroom and the symbols she might have in her room that remind her of her childhood experience.  ML(20min)Introduce Word Photo  GP (20min) In small groups examine favorite children’s stories and identify symbols and settings important to the story.  IP(20min) Write your own word photo pieces that show how a particular setting and symbol is important to the main character of the book.  W(5min) Word Splash | | | | J (15min) Listen to this section of **The Bluest Eye**. Describe the setting in the selection.  ML (20min Introduce parallel sentence structure.  GP(20min)Review and revise a peers work using parallel sentence structure  IP(20min)**The Bluest Eye**  V (10min) Vocabulary Jeopardy  W(5min) Word Splash | | | J (15min Listen to this section of **The Bluest Eye**. Describe the setting in the selection.  Quiz (30min)  Setting, Symbol, Vocabulary and Parallel Sentence Structure  GP(20min) Revision of word photos  IP (20min) **The Bluest Eye**  **W(5min)** |
| Daily Question: How do the experiences and events in your life shape your identity and help to define who you are?  Students will be able to identify the plot of a story.  Students will be able to label the different events in a story.  Students will be able to use and identify appositives to revise writing  Students will be able to define morphemes and use them to understand the meaning of new words. | | | | | | | | | | | | | | | |
| ELA9W4, ELA9C1&2, ELA9LSV2, ELA9R1, ELA9SLV2 | | | | | | | | | | | | | | | |
| 9 | | | J (15min) Look at the video clip of Gyewayen Mata called Putting it all together. Write down the beginning, middle and end of the story they tell through dance. What is the problem and how does it get resolved?  ML(20min)Define plotline of a story and its different elements.  GP(20min) In your small groups examine your independent reading book. Create a plot line for each.  IP(20minyou’re your listen to the Bluest Eye, make predictions about how Pecola’s conflicts may be resolved.  W(5min) | | J (15min) Listen to chapters from The Bluest Eye. Write down the most important event in this chapter.  ML(20min)discuss the different kinds of conflict  GP (20min) in small groups revisit your poem, picture book and children’s story. What kinds of conflicts were in each book?  IP(20min) In your reading, identify types of conflicts that arise in The Bluest Eye.  W(5min) Define conflict. Identify a conflict from the story and label it as internal or external | | | | J (15min) Look at the video clip “A Girl Like Me” Write your reactions  ML (20min) Examine the Plot Summary **Copper Sun** by Sharon Draper. Discuss how the events might shape the character’s identity.  GP(20mi) In small group examine The Bluest Eye. Discuss various conflicts and generate a plot summary for the novel.  IP(20min) Listen to **The Bluest Eye**  V(10min) Vocabulary hot potato  W(5min) Word Splash | | J (15min) Listen to this section of **The Bluest Eye**. What is the climax of the story? How do you think it will be resolved?  ML(20min) Define appositives  GP(20min)Peer review of plot summaries. Suggest use of appositives  IP(20min)Listen to **The Bluest Eye**.  V (10min) Pictograph  W(5min) | | | J (15min) Listen to this section of **The Bluest Eye**. Write your reactions to the events taking place in the story  Quiz (30min)  On Plot elements, conflict, morphemes, and appositives  GP(20min) Revision of word photos  IP(20min)Read your assigned book.  W(5min) | |
| 10 | | | J(20min) Think about the era in which you are growing upa as compared to the era in which Pecola grew up. How has the era in which you are growing up shaped your identity?  ML (20min) How to use power point to create slides for I remember photo journal  GP (20min) Lit. Circle meeting  IP (30min) Work on I remember piece | | J(20min) Describe your immediate family. How has growing up in your household shaped or influenced who you are?  ML(20min) Using transitions and animations to make your project more interesting  GP (20min) Lit Circle meeting  IP (30min) Work on I Remember project | | | | J (20min) Create a plot line that accurately describes a particularly eventful season in your life. Include descriptions of conflict and other plot elements.  ML(20min) uploading power point to IMovie maker and creating narration  GP (20min) Lit. Circle Meeting  IP (30min) Work on I Remember project | | J (20min) identify a theme associated with your life. Pick a song that reflects that theme and explain why.  ML (20min) Add soundtrack to IMocie maker project  GP 920min) Lit. Circle meeting  IP (20min) Work on I Remember Projects | | | Unit Test retake and or complete I Remember Photo Journal Due Monday.  W(15min) End of unit class meeting. | |
| |  | | --- | | Unit 2: Memoir, Biography and Autobiography  Essential Question: How much influence does ones culture have on who they are?  Performance Task: You are a student just out of film school. You would like to pitch a movie idea to some local production companies. Create a short trailer for the book you have read. Be sure to include a song and narration that reflects the major lessons learned in the life of the main character for the book you have read. | | | | | | | | | | | | | | | | |
| 11 | Elements of Drama | | | Examination of dialogue in skits and plays | | | Review of Punctuation Rules | | | Writer’s Workshop | | | Writer’s Workshop | | |
| 12 | Teenage Minogue | | |  | | | When to use a dash, ellipsis or period | | | Writer’s Workshop  Students will work in groups and begin creating a storyboard or plot line for their presentations | | | Writer’s Workshop | | |
| 13 | Settings and Scenes in Plays or skits | | |  | | |  | | | Writer’s Workshop | | | Writer’s Workshop | | |
| 14 | J(20min) Imagine you have a little brother or sister in the 3rd grade. He or she comes home crying because they have been picked on because of a physical feature he or she cannot change. Write a letter consoling him or her. In the letter, be sure to them what you think about how beauty is defined.  ML(20min)  GP(20min)  IP(20min) | | | ) | | | Writer’s Workshop | | | Writer’s Workshop | | | Unit Test | | |
| 15 | This week will be dedicated to viewing student projects and make-up or retake of unit test. Also students who have not finisher projects can work on them and turn them in by  Friday for a reduced grade. | | |  | | |  | | |  | | |  | | |
| |  | | --- | | Unit 3 Drama  Performance Task: You and your team mates are part of a political consultant firm who has been hired to host a press conference where your candidate gives a speech calling for the eradication of sexism, racism or classism in the speech, he outline the causes and effects of these ills on society and our children in particular. Your team is responsible for writing the speech, creating campaign flyers posters s and a press release inciting the local news stations in Atlanta. Each group will hold a mock press conference where their candidate delivers the speech and takes questions from the press core  Essential Question: To what extent do race, class and or gender shape and define a person’s identity? | | | | | | | | | | | | | | | | |
| 16 |  | | |  | | |  | | | Writer’s Workshop | | | Writers Workshop | | |
| 17 |  | | |  | | |  | | | Writer’s Workshop | | | Writer’s Workshop | | |
| 18 | Writer’s Workshop | | | Writer’s Workshop | | | Class Presentations | | | Class Presentations | | | Unit Test | | |